



Teacher Working Conditions and Job Commitment: Empirical Evidence from Public Primary Schools in Vihiga Sub County, Kenya

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Abstract: Job commitment is a very significant value for both the employer and employee since this has an impact to the organization's characteristics. According to Vihiga Sub County Education office (Kenya), (2021) statistics showed that some teachers had left teaching to join other institutions. Thus, the aim of carrying out this research was to critically establish how motivational strategies influence the commitment of teachers in public primary schools in Vihiga Sub-County. The specific research question was, "What is the influence of working conditions on the commitment of teachers in public primary schools in the Sub-County of Vihiga?" This study adopted Maslow's Hierarchy of Needs theory coupled with a descriptive survey design and a target population of 818 teachers (inclusive of 67 head teachers), and 11 education officers. A sample of 36 schools was used to collect data using Observation schedule, a questionnaire and an interview guide. The study findings showed that many teachers in the government sponsored primary schools in Vihiga Sub County were not comfortable with the working conditions. This affected their commitment to their work leading the below average performance of their learners. The study concluded that working conditions influenced teacher commitment in the public primary schools in Vihiga Sub County. The study recommends that all the government sponsored primary schools should be provided with enough and quality school learning facilities such as equipment, clean facilities and maintenance which catalyze the attitudes and commitment of teachers.

Keywords: Teachers, Working Conditions, Job Commitment, Public Schools, Primary Schools

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1. Introduction

For a country to grow and prosper industrially, it should put more resources in the sector of education. This will ensure the citizens are well equipped with skills that are vital to societal needs. Tutors have the duty of putting the educational policies and programs into practice which result to individual resource development. Efficiency and efficacy in teaching fraternity is very vital to the nation's progress and development. To add on that, it's vital that the availability of human resource be maximized so that the country can meet its developmental requirements.

Oldham (2019) revealed that high esteem and attending to lesson regularly, are indicators of commitment, whereas low esteem and absenteeism indicate dissatisfaction in the institution among teachers. Demotivation among teachers causes them to be hostile to learners and fellow colleagues. Individuals with high

work commitment but remain unsatisfied become negative to their work.

Job commitment is very significant value for both the employer and employee since this has an impact to the organization's characteristics. A committed teacher is highly productive. According to Parek (2018), institutional commitment refers to how an individual feels in reference to his continuation to work with an institution. This includes the ability of an individual to embrace organizations value and mission and the willingness to support the organization accomplish the values. According to Kreitneh and Kinecki, (2019), a motivational strategy refers to procedural psychological factors which make an individual to be enthusiastic and persistent and works voluntarily to accomplish the sets goals. Additionally, Mathew, (2017) defined motivation as the quest within an individual that makes them willing to act. According to Sarahwathi, (2020), motivation

refers to how ready one works hard towards meeting the organizational goals.

In Kenya as in other nations in the world, teachers face various job commitment problems which include not attending to school regularly, not preparing professional documents, some may not be consistent in marking learners' work and lastly not participating in school activities that include coordination, supervision and co-curricular activities. It is obvious that the full potential of teachers is affected when their commitment is low and thus reflected in their low productivity. For educational goals and objectives to be accomplished it demands for a motivated and comfortable teacher but majority of teachers in the republic of Kenya have always faced de-motivation at their place of work.

The Vihiga Sub County education Office (2021) shows that teachers do not accomplish the expectation of the ministry of education. For instance, the dismal results in KCPE by schools in Vihiga Sub County during the past five years can be attributed to teacher de-motivation and the resultant lack of commitment. The average mean scores a school should get is 250 but in Vihiga Sub County, the results have been consistently below average. The Sub County has oscillated at a mean mark of 241 and 245 between 2016 and 2020. This is clearly below the average KCPE mean mark of 250. Enough evidence that most public primary schools in the sub county are under performing when evaluated against the KCPE performance (County Education Office, March 2021). It is evident that most learners from these public primary schools do not join well equipped secondary schools because they fail to raise the high cut off marks required to access such top performing schools. The majority of these learners thus join sub county schools hence missing out admission in national schools and extra county schools. In the same report, it further revealed that lesson attendance in the Sub County is not up to date. For instance, there were ten teachers who failed to attend school weekly. Termly summary report indicated that about 36 teachers absent themselves from duty with no permission.

According to Vihiga Sub County Education office, (2021) statistics showed that some teachers had left teaching to join other institutions. For instance, 18 teachers had joined County Government, two teachers joined IEBC, and one teacher joined NACADA. It's due to this realization that this study looked at the influence of motivational strategies on teacher commitment and determined how this can be dealt with to give a public primary school pupil in Vihiga Sub County an opportunity to do well in their academics. The aim of carrying out this research was to critically establish how motivational strategies influenced the commitment of teachers in public primary schools in Vihiga Sub-County. The specific research question was, "What is the influence of working conditions on the commitment of teachers in public primary schools in the Sub-County of Vihiga?"

2. Literature Review

This research adopted Maslow's Hierarchy of Needs theory. It was the best theory for the research as it

provides styles in which teachers may be motivated, hence increasing their commitment. Abraham discovered five important wants: He arranged the human wants into hierarchical way. As such, the need for conducive environment for working is critical for teachers.

It's necessary in any learning condition to have suitable, friendly surrounding in order for the morale of employees to go up. Leithwood (2017) states that working conditions comprise of the entire surrounding of the job. These include quantity of work, lighting, spacing, items, facilities, and general appearance of the environment. The outcome of this study revealed that if the surrounding is conducive, then production of the institution increases since the employees will be committed. The findings in a study by Moorhead and Griffen (2018) showed that working conditions have effects on employees' job commitment. When the condition in the environment is conducive then spacing, adequate facilities and friendly relationship; teachers will be more committed to their work hence high productivity.

According to Marceline (2017), if individual works in a tidy and friendly surrounding there is possibility of them reporting to duty without hesitation, but if the environment is unclean and hostile, the possibility of them not completing their assignment is high. This is supported by Greenburg and Beron (2016) who acknowledges that working environment are the tidy and friendly surroundings, decent infrastructure with adequate lighting and good working facilities which enable individuals to work diligently in an institution. For instance, in the University of Arizona, workers needed respect by their work since hostile working condition automatically yielded lower job commitment which made the University to have several problems with the employees.

A study carried out in Venezuela by Gallan (2018) showed that majority of employees are committed to their duties when the working environment is conducive. The results revealed excellent performance because of well-developed health facilities. According to Lucy (2017), for workers to produce quality performance, the surrounding should be friendly. Kamau, (2018) observes that institution profit goes up when employees' environment for working is conducive. The way challenges are handled, effective communication and proper time management catalyses quality yields of the institution.

In Nigeria, Okonkwo (2017) stated that most teachers are de-motivated hence not committed to their work due to low pay and the hostile working environments. In third world countries, the working surrounding has an effect on commitment of a teacher. Similarly, Hellen (2017) opines that working condition to an institution affects to a large extent the production and progress.

Mbogo (2017) studied on the Impact of Work condition on commitment of tutors of government sponsored Primary Schools in Nemburi District, Embu East - Kenya. The results indicated satisfaction of as evident through pupils' excellent results. In regard to this, he

only looked at school facilities, but the current study focused on various conditions such as relationship in school, school facilities, and adequate space therefore its essential for the study in the current sub county to be carried out. Furthermore, results from a study carried out by Orikodi (2017) revealed that teachers in Teso North Sub County were not committed and unhappy while on work since they had inadequate shelter at the market centres; increased workload due to inadequate staff and poor transport systems. In this study, the working condition was emphasised outside the learning environment which is a gap filled by this current.

In all the studies looked at, the influence of the working conditions on teacher commitment has not been carried out in Vihiga Sub County therefore a need for research to fill this gap. The researchers have to fill the gaps whereby the working condition is strictly in the learning institution and not outside, other aspects such as facilities, spacing, relationship among colleagues and communication channels are looked at as a whole. The previous studies did not look at them. All the studies highlighted the importance of working conditions, these studies have not been looked at in Vihiga Sub County, hence a knowledge gap. Most previous studies were carried outside the location this study current study is done.

3. Methodology

3.1 Research Design and Study Location

Descriptive Survey research design was identified to be appropriate for this study since the researcher surveyed a large area. A descriptive survey design refers to collecting information using interviews and questionnaires (Orodho, 2013). This made it ideal for this study because it has utilised questionnaires, interviews for data collection and the use of Observation Schedule. The study was conducted in Vihiga County which is one of the 47 counties created in Kenya during the promulgation of the constitution on 27th August 2010. This County has an area of 568km². The County is divided into five sub-counties namely; Vihiga, Hamisi, Luanda Sabatia, and Emuhaya. Within the Sub County of Vihiga there are 26 Secondary schools, ten individual owned primary schools, two TTC, and three Tertiary and Vocational training Institutes, (County Education Office, 2021). In reference to the 2019 Kenya Population and Housing Census, the County of Vihiga is 590,013 and the Sub County of Vihiga is 45,788 household. The climate in Sub County of Vihiga is suitable for agriculture.

Education has remained the only investment people can venture into it. There are 348 primary schools in Vihiga County of which 67 are in Vihiga Sub County. Pupils' enrolment is about 100%, however, 57% of the girls and 43% boys' pupils are drop out and do not sit for KCPE. The teacher: learner ratio is 1:45. There are 14,104 children in primary schools in Vihiga Sub County. (County Education Office, 2021). Vihiga Sub-County was selected because its characteristics greatly

identified with the research problem that the researcher was investigating and therefore the varied number of school type were easily captured within the study sample.

3.2 Target Population and Sampling

This study area had 67 government sponsored primary schools, a total population of 11 education officers, 443 female and 375 male teachers employed by TSC who sum up to 818 teachers. The total population was 829. These individuals were expected to provide a significant data concerning research. The researcher endeavoured to get a sample from the target population which was Vihiga sub-County. The researcher adopted simple random sampling to select schools that ensured there was equal representation of the population of the sample which accounted for the difference in the characteristics of the schools. Gay (2007) suggested that 53.75% of the reachable population is enough to serve as a study sample. Therefore, the researcher considers 36(53.73) of the 67 schools to be representative enough for the study. Random sampling was used to choose the 36 schools.

Purposive sampling was adopted for the education officers, and the headteachers as this helped in collecting focused data because they are useful in the study as key informants. Purposive sampling was used for heads of institutions because they are directly involved in developing various motivational strategies in their institutions. Six teachers were selected randomly in every school giving a total of 216 teachers. Teachers were sampled randomly so that each teacher had equal opportunity to be chosen because they had the same information relevant for the study. More female teachers participated in the study compared to men teachers because there are more female teachers in the sub county of Vihiga compared to male teachers. Krejcie and Morgan (1975) suggested that a population between 800 and 850, the sample size shall be 263. Therefore, sampled size for this study was 263 which entailed 11 education officers, 36 head teachers, and 216 teachers from the target population of 829.

3.3 Data Collection Instruments

The researcher developed tools that ensured that the information collected was accurate and vital for the study. The interview guide was used for the officers in charge of education, and heads of institutions while the questionnaire was administered to deputy head teachers and teachers. Observation Schedule was used to see exactly what happens in schools. The three methods facilitated corroboration and triangulation for data accuracy and validity for research. Piloting of instruments was done in 6 schools in Vihiga Sub County which were not part of the study sample. It involved 24 teachers which was 10% of the sample in the study according to the explanation by Kirlinger (2010). Piloting took place in these schools as they had the same traits and environment for learning was same to those chosen.

3.4 Validity and Reliability of Research Instruments

Credibility of any study depends on efficiency and effectiveness of the tools used for data collection. The tools are the best in giving out the feedback on the success of the research. The effectiveness and accurate of the study design relies on the proper choice of procedures of collecting information. The tools need to be accurate and effective in order to be used. Content validity that involved assessing whether the information in the research instruments was within the study objectives was ascertained by having supervisors and research experts critically and carefully examine the content on the tools. Face validity was also determined by the experts checking on the outline, grammatical mistakes in the document and constructiveness of the tools basing on the goals of the study.

To ensure the research was reliable, study, test re-test procedure was used on the 24 teachers selected in piloting; this was 10% of the sample in the study according to the explanation by Kirlinger (2010). Reliability concerns itself with the extent to which the instruments yield the same results on repeated trials consistently. It is the consistency of scores for an instrument - thus the ability of an instrument to produce approximately the same scores, for an individual over repeated testing or across different ratters (Voegtle, Spaulding & Lodico, 2018).

Reliability was achieved by first pre-testing questionnaires and interview guides with 24 respondents from the target population. Their comments and corrections were incorporated in data collection instruments and re-tested prior the use in the field. The Pearson correlation coefficient was used to test the feedback outcomes of the two tests. Mugenda (2003) said that a coefficient of 0.7 or more should be deemed

reliable. In this case the test re-test reliability yielded a coefficient of 0.78 and therefore the data collection instrument was regarded as reliable.

3.5 Data Analysis Procedures

Quantitative data was analyzed using descriptive statistics while content analysis and interpretational analysis were used to analyze qualitative data collected using interview. Statistical Package for Social Sciences (SSPS) version 22.0 was used to analyse quantitative data. Percentages and Frequencies were generated, posted in the tables, graphs and charts appropriately. Qualitative data was presented verbatim and used in the triangulation of findings. Exploring themes, meanings and/or issues that arose from the information gained from interviewing. This information was further linked to the research objectives/questions to generate meaning of the study topic.

4. Results and Discussion

To answer the research question, the study sought information from participants using a questionnaire and interview guide. Some of the aspects of the working conditions that were evaluated were: adequacy of offices, classrooms, desks, sporting equipment, and friendliness of the administration, discipline of learners, conflict management, and cooperation of colleagues among others. These are regarded as motivational strategies that influence commitment among teachers. The views of the respondents from questionnaires were measured on a five-point Likert-scale type where SD- represented strongly disagree, D- disagree, U- undecided, A- agree and SA- strongly agree. The study findings were as presented in Table 1.

Table 1: Motivational Strategies and Teacher Job Commitment

Motivational Strategy and Commitment	SA	A	U	D	SD	TOTAL
The institution has adequate offices for all departments which has increased commitment among teaching staff	9(5)	39(21.6)	32(17.7)	74(41.6)	2(14.1)	180(100)
The instructional tools, equipment and materials are adequate in my school and has contributed commitment among the staff	32(17.7)	48(26.6)	20(11.1)	57(31.6)	23(13)	180(100)
The rooms for learning in the school are comfortable and enough for learners that motivates teachers to carry out with their work with commitment	28(15.5)	39(21.6)	18(10)	38(21.1)	57(31.8)	180(100)
The furniture are comfortable and enough motivating teachers to commit to their work	40(22.2)	50(27.7)	7(3.8)	45(27.16)	38(19.14)	180(100)
The administration is friendly to teachers making the environment conducive thus raising teachers 'commitment	30(16.6)	61(33.8)	22(12.2)	39(21.6)	28(15.8)	180(100)
The school has enough sporting facilities that motivates the teachers to be committed in extra curriculum activities	12(6.6)	35(19.4)	5(2.7)	60(33.3)	68(38)	180(100)
Co-operation of colleagues the work station leads to a conducive working environment that enhances commitment	31(17.22)	56(31.1)	1(0.5)	58(32.2)	34(18.8)	180(100)
The discipline of the learners is good that makes them work hard in academics thus increasing teacher commitment	44(24.4)	70(38.8)	32(17.7)	25(13.8)	9(5.3)	180(100)
There is adequate staff in my school making workloads manageable and teachers committed.	27(15)	35(19.4)	19(10.5)	51(28.3)	48(26.8)	180(100)
Decision making in my school involves teachers and this has contributed to teacher commitment	34(18.8)	41(22.7)	26(14.4)	48(26.8)	31(17.3)	180(100)

The study findings in Table 1 show teachers rated influence of working environment on their commitment in their schools. From these study findings, it was indicated that most teachers, 99(56.7%) disagreed that their institutions had adequate offices for all departments which increased commitment among teaching staff. On the contrary, 48(31.6%) agreed. It was evident that most schools had inadequate facilities which made teachers not to commit their time in school. This made most teachers to spent time more outside under the shade, which was adversely affected during wet season. Furthermore, 80(44.6%) of the teachers disagreed that there were adequate instructional tools, equipment and materials in their schools, and which had contributed to hard work among teachers. However, there were 80(44.6%) of the teachers who agreed with the idea. On the other hand, 67(37.1%) of the teachers agreed that their schools had adequate and comfortable classrooms for their learners. Furthermore, 83(46.30%)

of the teachers disagreed while 90(49.9%) agreed that the desks in the schools were comfortable and adequate to make teaching enjoyable.

Concerning the level of friendliness of the administration to the teachers, the study findings revealed that in some schools, the administration was not friendly to the teachers. This was as shown by 67(37.4%) of teachers who disagreed that their administration was friendly to teachers making the environment conducive for working among them. However, the majority of the respondents, 91(50.4%) of teachers agreed that the school administration was friendly. Since the administration was friendly to teachers, the school became a place to spent time peacefully and this enabled teachers to commit their time at helping learners. It was also revealed that many schools did not have adequate game equipment to motivate teachers in extra curriculum activities as indicated by 128(71.3%) of the teachers who disagreed

with the fact that schools had enough games equipment to motivate teacher's participation in extra curriculum activities. Only 47(26%) of the teachers agreed.

Table 1 also gauged the degree of fair cooperation of colleagues in schools. The margin between those who agreed and disagreed was narrow as 92(51%) of the teachers disagreed, and 87(48.32%) agreed. These indicated that where there was cooperation the teachers were committed, which led to a conducive working environment, but where there was no cooperation, the teachers were not committed.

The study revealed that a great number of learners in public primary schools in Vihiga Sub County had good discipline. This was as indicated only 34(19.1%) of teachers who disagreed that the discipline of their learners was good and made them work hard in academics motivating teachers. Others, 114(63.2%), agreed that they had well-disciplined learners who worked hard and motivated the teachers. Committed

teachers spent most of the time with learners hence no time for these learners to engage in irrelevant activities. Lastly, evidence from the study results showed decision making did not involve all stakeholders and some schools involved the stakeholders and teachers since 79(44.1%) disagreed while 26(14.4%) were undecided whereas 75(41.5%) of them agreed with the idea.

Working conditions and Lesson Attendance

The participants were to rate their attendance in class. Researcher wanted to know how teachers attended to lesson and if it was influenced by various motivational strategies. The researcher had to find out if the motivational factors put in place in schools affected teachers' class attendance. The attendance was a good indicator to commitment of tutors. The results are as shown in Figure 1.

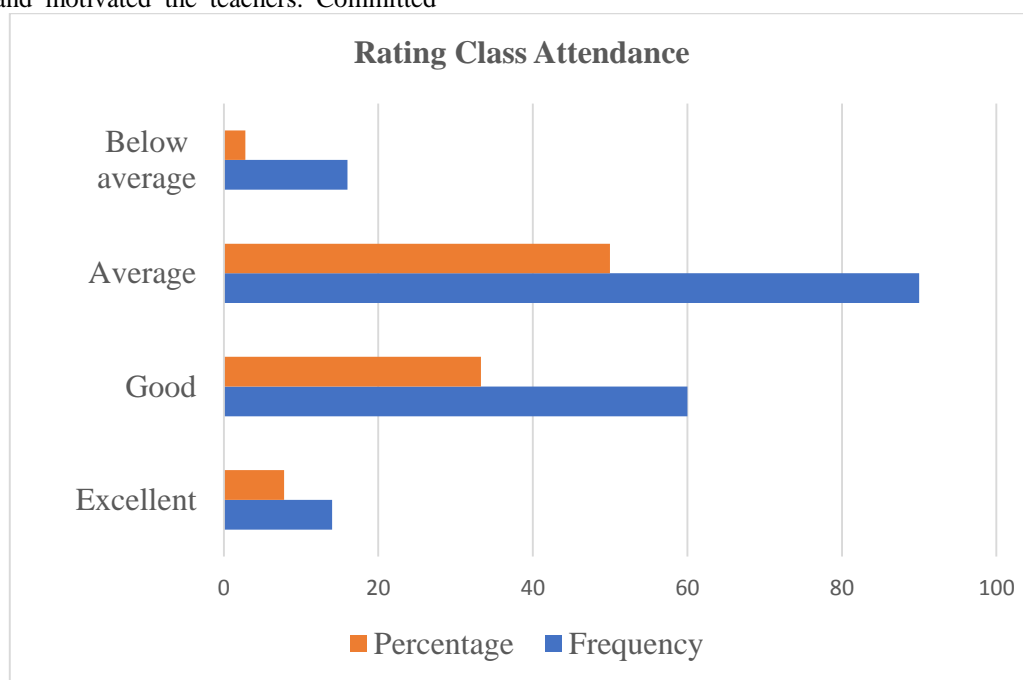


Figure 1 Rating of Class Attendance

The findings in Figure 1 show that class attendance by teachers is average. The class attendance was expected to be good and excellent and not average and below average. The attendance of teachers was average which indicated that most teachers were not committed to their duty. This is as indicated by 14 (7.8%) of teachers whose attendance was excellent, 60(33.3%) of teachers' whose

attendance was good, 90(50%) of teachers was average and 16(8.9%) of teacher's attendance was below average.

Teachers were asked to rate their class attendances. Table 2 relates class attendance and adequate offices in school.

Table 2: Lesson attendance and adequate offices in school

Rating	SA	A	UN	D	SD	TOTAL
Excellent	0	6(15.4%)	4(12.5%)	3(4%)	1(4%)	14
Good	4(44.44%)	8(20.51%)	13(40.6%)	27(36%)	8(32%)	60
Average	2(22.2%)	21(53.9%)	12(37.5%)	42(56%)	13(48%)	90
Below Average	3(33.4%)	4(10.19%)	3(9.4%)	3(4%)	3(12%)	16
Total	9	39	32	75	25	180

Table 2 shows that teachers who rated their class attendance as excellent and attributed this to the availability of adequate offices in their schools which made them committed to their jobs were 6(15.4%). 35(58.33%) of teachers rated that attendance was not excellent. Majority, 55(61.1%) of teachers disagreed that the attendance was average because the institution had adequate offices, only 23(25.5%) agreed. 7(43.7%) of teachers rated below average while 6(37.5%) of teachers disagreed.

Working conditions and Lesson Plan and Record of Work Covered

The respondents indicated whether they prepared the professional documents or not. Preparation of professional documents was meant to establish how committed the teachers were to their work. The preparation of scheme of work was not among the document teachers were asked because the scheme of work is produced in the cyber. Therefore, only two documents were used. These were record of work covered and lesson plan. Table 3 showed the results.

Table 3: Working condition and preparation of professional records

	SA	A	UN	D	SD	TOTAL
Yes	8(29.6%)	15(42.9%)	10(52.6%)	19(37.3%)	20(41.7%)	72
No	19(70.4%)	20(57.1%)	9(47.4%)	32(62.7%)	28(58.3%)	108
Total	27	35	19	51	48	180

Table 3 findings show that professional records are not prepared because the teacher is committed. The results show that 23(31.9%) agreed they have record of work because working conditions made them committed against 39(54.1%) who did not prepare Records of work attributed this to the working environment which in turn affected their commitment. While 60(55.55%) disagreed, they do not have professional records and commitment do not influence them to make.

Working condition and Syllabus Completion

To examine the commitment of teachers, they were asked to state when they complete the syllabus. The Figure 2 below shows the results.

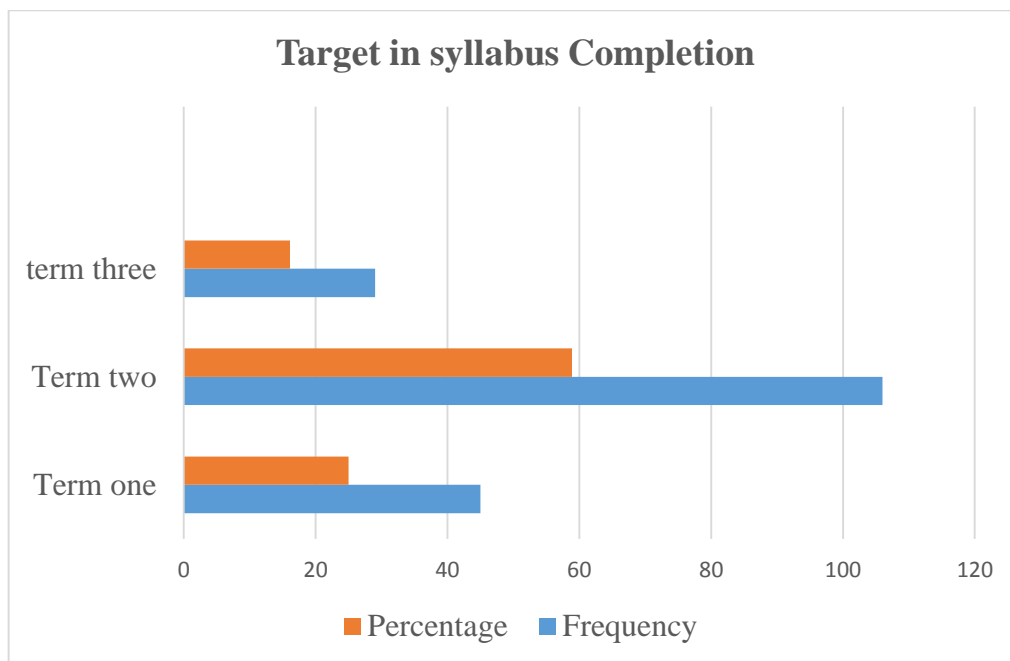


Figure 2: Working condition and Syllabus Completion

Figure 2 shows that the target for teachers in completing the syllabus was; term one 45(25%) of teachers, term two 106(58.9%) of teachers and term three 29(16.1%) of teachers. The results showed that most teachers complete the syllabus in term two.

The researcher investigated how instructional materials influenced the syllabus completion and the results are as shown in Table 4.

Table 4: Syllabus Completion and Instructional material

	SA	A	UN	D	SD	TOTAL
Term one	8(25%)	8(16.7%)	5(25%)	18(31.5%)	6(26%)	45
Term two	21(65.6%)	35(72.9%)	10(50%)	30(52.65)	10(43.5%)	106
Term three	3(9.4%)	5(10.4%)	5(25%)	9(15.9%)	7(30.5%)	29
Total	32	48	20	57	23	180

Table 4 findings shows that impact of adequate instructional tools, equipment in school on syllabus completion revealed that 16(35.5%) of teachers agreed they have completed the syllabus in term one because the school had adequate instructional tools against 24(53.3%). Teachers who completed the syllabus in term two 56(52.8%) agreed they have completed due to instructional materials being adequate but 40(37.7%) disagreed. While 8(27.5%) agreed finishing the syllabus

in term three is due to adequate instructional tools but 16 (55.2%) disagreed.

Checking the Professional Documents

The teachers were asked how often their professional documents are checked by the deputy head teachers and the results are as shown in the Table 5 below.

Table 5: Checking the Professional Documents

How often professional records are checked	Frequency	Percentage
Weekly	2	1.1
two weeks	13	7.2
Monthly	87	48.3
Term	78	43.3
Total	180	100

The results in Table 5 showed that 2(1.1%) of teachers had their professional documents checked weekly, 13(7.2%) had their documents checked after two weeks, 87(48.3%) had their documents checked monthly while 78(43.3%) had their documents checked after a term. The documents checked included lesson plan and record of work covered.

Interviews were also conducted with Key Informants on how the working conditions influenced teachers’ commitment to their jobs. The head teachers and education officers interviewed had the following remarks.

*Teachers have always sought for transfers to other schools which they feel have the favourable working conditions like adequate classrooms and adequate offices in order to be able to concentrate on their work. We have ended up losing teachers who had the potential to produce results and this has affected the performance of our learners. **Education officer 1***

*There have been cases whereby teachers have left the teaching profession to other professions because they felt not motivated by the working conditions in the schools they were teaching. Some have gone to the NGOs; all attributed to the unfriendly working conditions. This is attributed to lack of enough rooms/ offices because the capitation of the government is very little for construction of new buildings and the CDF funds are not guaranteed. I find it hard providing a conducive environment though am trying, **Head teacher 11***

Lack of sufficient learning space had led to teachers to work from verandas. This was disclosed by one head teacher who said,

Some teachers have converted verandas to be their office so when the weather changes, they are distracted and displaced. This has made

*them discouraged and not proud of their working stations. This is because of the ballooning of the enrolment when the government declared Free Primary Education; many children have joined the school thus making staffroom one of the classes, **Head teacher 27***

From the report by the head teachers, majority of them described the rate of commitment among teachers to be below the expectation. For instance, **some head teachers** stated;

The rate of commitment from majority of teachers in the schools is not as expected; some of them don’t complete syllabus on time, they are not committed to preparing professional documents and others do not attend to lesson regularly. Most of them have switched their minds to engaging in businesses because they feel they are not motivated enough in terms of finances to be able to give their full attention to their job. As a result, we have always ended up with poor performance for most learners; some of these learners don’t even qualify to join high school.

*Many teachers in our schools are not committed to their work; and most of them say that it is because of the fact they don’t have a conducive environment of working. Some say that the schools lack adequate instructional materials, classes are not comfortable. Pupil’s books are not marked regularly and time management is poor as some teachers come to class late. This is an indicator that teachers are not committed to their work and this is influenced by the motivational strategies put in place in their schools. Schools that had a well-organized system of motivational strategies attracted teachers to work hard and they went an extra mile hence good performance. This was from **three Education officers***

*Our teachers have failed to plan well like making of professional records, which has given teachers hard time and this has contributed to poor relationship with the deputy head teachers. **Head teacher 5 and 8***

Discussions

The teachers who agreed and disagreed were equal. This implied that where the materials were adequate, there was job commitment but where they were inadequate, conversely there was no job commitment. The study findings also indicated that most public primary schools in Vihiga sub-County did not have comfortable and adequate classrooms. This was as shown by 95(52.9%) of the teachers who disagreed that classrooms in the school were comfortable and adequate for learners to encourage teachers to carry out with their work. Each learner had a place to sit but the spacing in the class was small. This discouraged teachers to carry out their duties comfortably as they were not able to walk round the class and attend to individual learner. The findings reflect what Moorhead and Griffen, (2018) opines as key to employee performance.

From the above, the working conditions were not conducive to the teachers for their commitment to their jobs. The working environment is expected to motivate teachers and enhance commitment to their jobs. From the information presents in table 1, it was obvious that in schools where the working conditions was favourable as gauged by the rating of the teachers, teachers were motivated to commit to their jobs but schools that had inadequate desks, classrooms, games equipment, staff, offices for departments, where administrations were unfriendly, where there was no cooperation among colleagues, and where learners were not disciplined learners this affected the commitment of the teachers to their jobs. This is because most teachers either disagreed or strongly disagreed that their schools had adequate desks, classrooms, games equipment, staff, offices for departments, that the administrations were friendly, they had cooperation of colleagues, disciplined learners and that conflicts were manageable. Only a few of the teachers agreed or strongly agreed with these facts. The findings are in tandem with the existing works of Marceline (2017) and Greenburg and Beron (2016).

Even though there are measures put in place to curb desertion of duty by teachers, and absenteeism of teachers, it is difficult for the school administration to avoid these since some teachers come to school and fail to go to class to teach. These teachers give assignments to learners without their supervision. Other teachers have erroneous excuses which make them fail to attend to school regularly hence learners end up missing the lessons. Some teachers just come to school to avoid being punished by the employer thus failed to deliver to the learners because of not being committed to their work. All these is affected by the school not having adequate offices, sporting facilities are not enough and there is less co-operation of colleagues in school (Gallan, 2018 and Lucy, 2017).

The schools that had good working condition such as adequate facilities, good communication channels attracted teachers, and this made them attend to lesson promptly. The discipline of learners was up to date for those that did not miss lesson since the learners were occupied by teachers hence doing constructive work in class compared to the learners who missed most lessons had problems with discipline. Therefore, their performance was dismal. It was noted that some schools that had conducive working environment, teachers came to school very early, and they were punctual to class, frequently assessed learners and marked their work. This was evident on performance of learners.

The committed teachers are expected to complete the syllabus in term one. The other teachers are expected to complete in term two but those who complete in term three disadvantage the learners because the learners do not have adequate time for revision. From the results only a few teachers were committed as they comprised of 45(25%). When teachers complete the syllabus in term one it means the working condition is friendly and conducive which enables teachers to spend most of their time in school.

The results revealed that presence of adequate instructional materials influenced some teachers in completing the syllabus while others were not influenced. Therefore, commitment of teachers is directly linked to motivational strategies put in place. When teachers are motivated, they spent most of their time in school teaching and this enables them to finish the syllabus on time. For the case of the government sponsored primary schools in Vihiga sub-county, majority these teachers were not committed to their job as indicated by the rate at which they completed their syllabus.

The findings in Table 5 showed that most teachers present their documents for check-up after a month. This clearly shows that most teachers don't present their documents for approval. Teachers in sampled schools do not prepare their professional records on time and this is an indication that majority are not committed to their work. The reason for teachers not taking their documents for checking is that most teachers are not committed to their duty and also, they prepare the documents for the sake of TPAD. This results when interpreted indicated that only a few teachers prepared the professional documents because they were committed to their work. Majority of teachers said there was no link between preparations of professional documents to a friendly environment.

Further to questionnaire used, the researcher also used the observation method. The first part concerned itself with checking the physical facilities in school and the results were similar to those by the questionnaire that most schools failed to have adequate offices in school. Most schools did not have enough sporting facilities and the fields were not child friendly. While in class factors such as class size was also observed, and the findings showed that 20(55.55%) schools had congested learners in classes hence the rooms were not comfortable for learning because the teacher had no space to move

around attending to individual learner. The normal class should have 40 learners (MoE, 2015) and these schools had over 50 learners per class. This lesson observation was carried out randomly to teachers in different classes which included lower, middle upper and upper classes. Majority of the schools 20(55.55%) had learners ranging from 50-72. Six schools had 42-48 learners. It was observed that all learners had a place to sit which was similar to the finding that furniture in class were enough. Learners showed respect to the teacher in class this showed the learners were disciplined.

The observation results revealed that the individual attention from most teachers to learners was not possible because of the large classes. The results revealed that most of the pupils do not respond appropriately to the lessons being taught rather, they remained passive during the lesson. The commitment of teachers was shown to be low as in the schools observed 26(72.22%) learners exercise books were not marked regularly. When the bell rung, teachers responded slowly hence class attendance was not up to date. The laxity in teachers showed they were not committed to their work (Mbogo, 2017). Teachers 13(36.1%) had lesson plan for that day and 19(52.7%) had record of work covered. The reason to failure to have daily lesson plan was due to lack of adequate offices to allow them to draft the document. For those who had record of work covered was written some time back because they were dated three weeks to a month ago. The findings from observation showed that working condition was not conducive for the teacher and this contributed to their low morale.

The interview results of the study are like those of the Benwell, Bulwaani and Musikhanga (2017) who said that working conditions had an influence on commitment of the workers. Furthermore, the results may further mean that the working environment was not friendly, and this mainly influence the commitment of teachers. This finding agrees with Laban (2018) who noted that working environment is an aspect that has an impact on job commitment. In reference to him a conducive working environment makes individuals happy when carrying out their work thus increasing job commitment. This is similar to the results of Somech, (2016) he noted that the work performance for teachers correlates with job commitment. These findings are contrary to those of Mbogo (2017) that was conducted on the Effect of Working Condition on Job commitment among tutors in public Primary Schools in Nembure Division, Embu West District and the outcome showed that the equipment in a school are comfortable for teachers, and this has resulted to high performance of pupils. Further the study findings are similar to those of Nganzi (2016), which revealed that commitment of teachers is as a result of friendly working condition. From the study findings, it can therefore be posited that the teachers in the government sponsored primary schools in Vihiga Sub-County they are dissatisfied with the working conditions hence they were not committed to their work. The result of their lack of commitment was the poor performance of their learners, attending classes without preparation and not attending to

school/class regularly. The working condition in schools discourage teachers in spending time in school thus not committing to their work.

5. Conclusion and Recommendations

The study findings showed that many teachers in the government sponsored primary schools in Vihiga Sub-County were not comfortable with the working conditions hence they were not committed to their work leading the below average performance of their learners. It's concluded that working conditions influenced teacher commitment in the public primary schools in Vihiga Sub-County. The study concludes that learning equipment influence teachers' job commitment in public primary schools. Government sponsored primary schools should have enough and quality facilities that include equipment, clean facilities and their maintenance can contribute to influencing the commitment of teachers.

1. The study recommends that all the government sponsored primary schools should be provided with enough and quality school learning facilities such as equipment, clean facilities and maintenance which catalyzes the attitudes and commitment of teachers.
2. The head of institutions should work hand with school Board of management so as to provide meals for teachers. Classes that need repair and painting should be worked upon, and they should fix windows to classes that do not have.

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